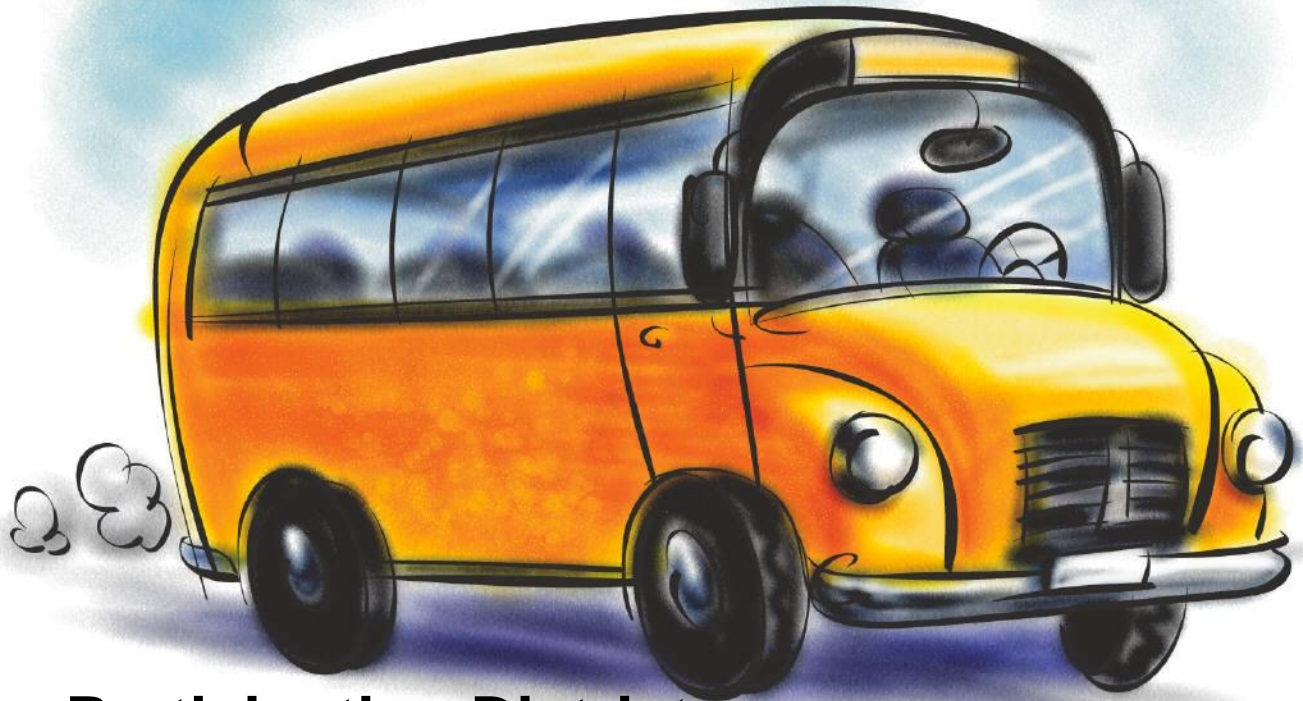


State Action Education Leadership Project (SAELP)

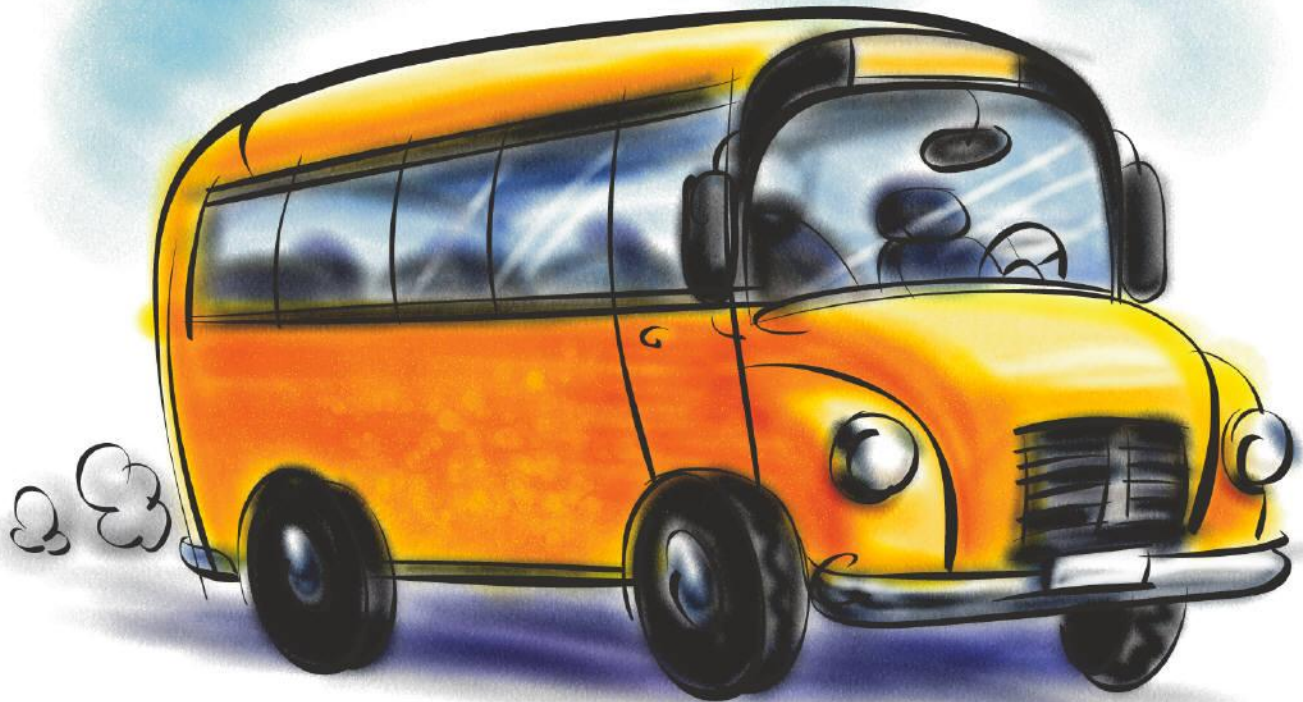


**Nine
Lessons
of
Successful
School
Leadership
Teams**

**Participating Districts:
Boyle County, Graves County, Jessamine
County, Pike County, and Warren County**

Nine Lessons of Successful School Leadership Teams

Distilling a Decade of Innovation



Bill McKeever
and the
California
Leadership
Academy
West Ed
Publications

What is School Leadership?

- Effective schools research in the early 1980's advocated for the importance of school principals as “instructional leaders.”
- The role as instructional leader had not been emphasized in education and training.
- “We find a few poor schools with good principals, but we don't find any good schools with poor principals”...

Ron Edmonds (1979)



The Two Factors of Instructional Leadership

Computer Technology

- Made aggregated and disaggregated student achievement data much more accessible
- Allowed educators to more easily assess the impact curricular design and instructional practices on student achievement

Standards Movement

- High expectations for all students
- Application of data muscle in working to achieve more comprehensive effectiveness



Goal of High Expectations for All
+
Means to Analyze Effectiveness for All
=
Basis for Improvement

*Creating a bigger job than
principals had ever
faced before!*



To make the job doable, three approaches emerged:



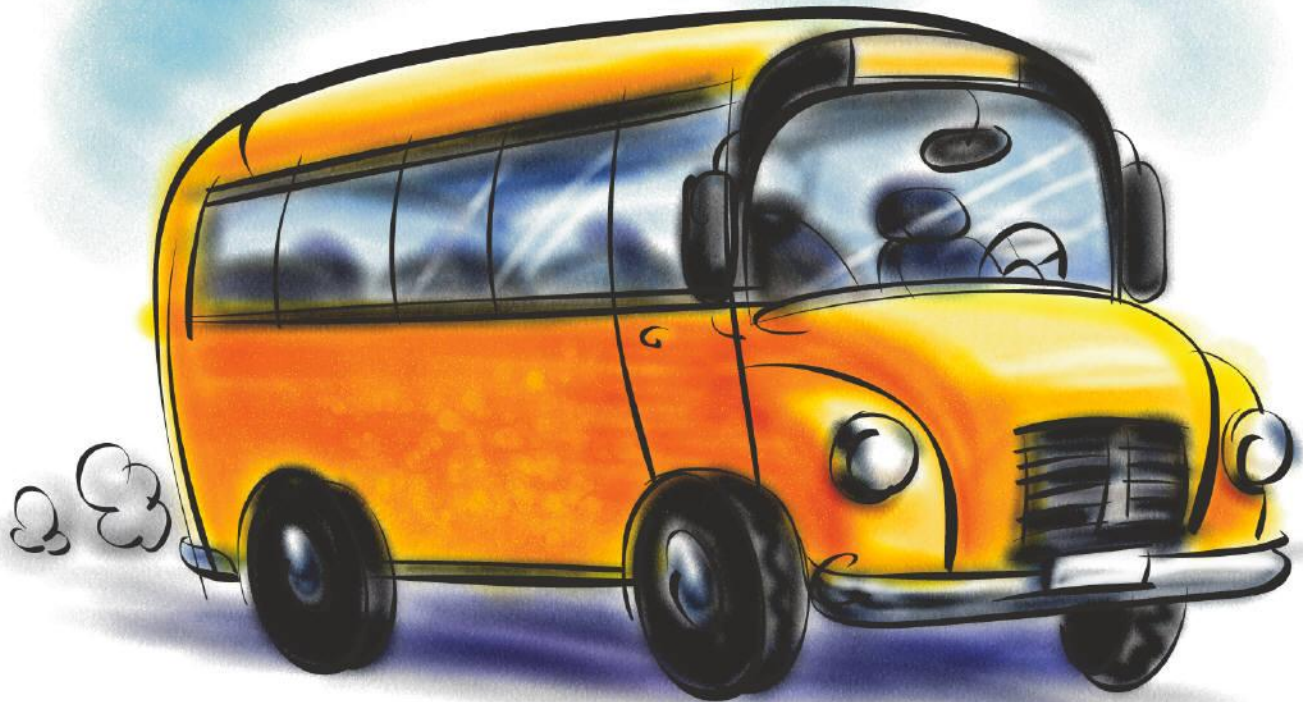
Shared Governance

Shared Leadership

Distributed Leadership



The Focus Became School Leadership Teams

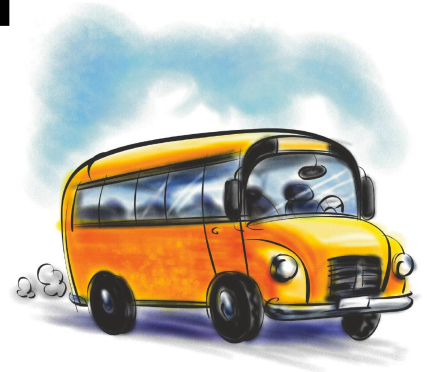


BUT,
preparation for
leaders around
instructional
leadership was
seen as
incremental
rather than
transitional.

Activity:

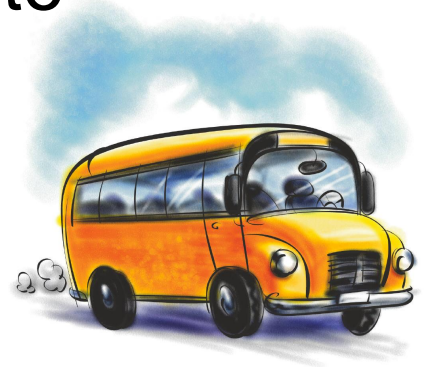
Discuss with those around you the difference in incremental change versus transitional change.

Which is happening in your school?



As a result, new programs on school leadership teams are being designed specifically to

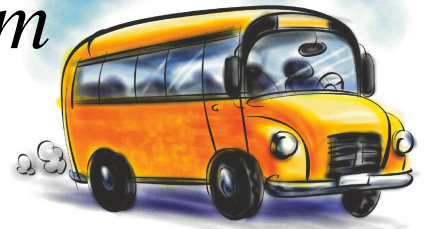
- Assess instructional improvement needs
- Determine appropriate site level interventions
- Evaluate the effectiveness of the interventions that are expected to involve comprehensive, school-wide change to improve student achievement



Focus Changed From

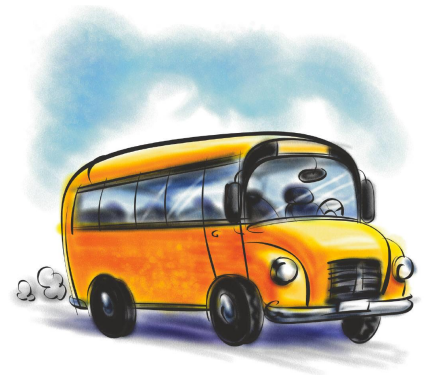
Student Achievement **TO** Student Learning

Providing a coherence of purpose and method that could support the vision of a well functioning school leadership team



A School Leadership Team (SLT) is NOT

- Shared Governance (SBDM)
- The structure that addresses the wide range of issues involved in the daily operation of a school



An SLT

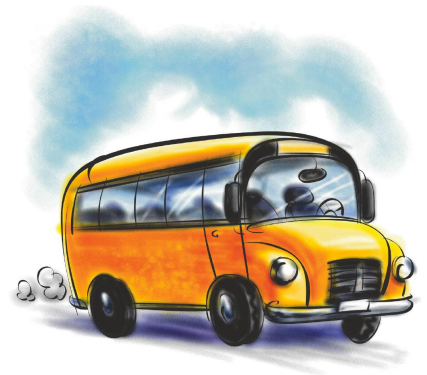
- Is a collection of people focused on improved student achievement
- Is formed in contextually appropriate ways
- Includes active principal participation
- Includes teacher leaders
- Includes classified staff
- Includes a district liaison
- Can include parents, community and students



An SLT



- Builds capacity in school staff
- Participates in continuous improvement planning
- Creates cultural norms
- Stewards and monitors quality implementation of instructional strategies and programs
- Leads guided by a mission statement

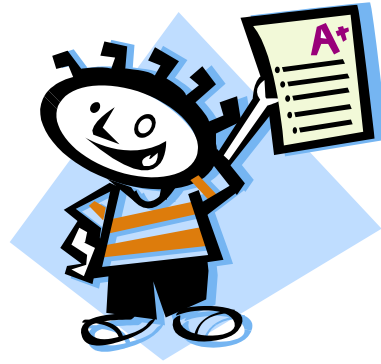


Activity:

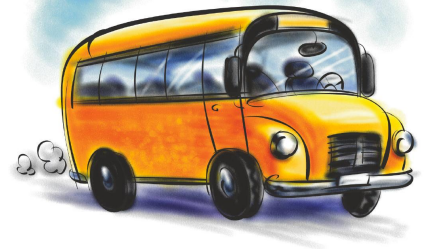
Turn to page 99 and spend five minutes with those around you discussing the California School Leadership Academy (CSLA) Mission Statement and Statement of Results and their relationship to Kentucky's SISI. Are there other statements of results or wording of the mission statement that you would add or delete?

▪





Share out one addition or deletion that you would make and give one observation about the CSLA Mission Statement and Statement of Results.

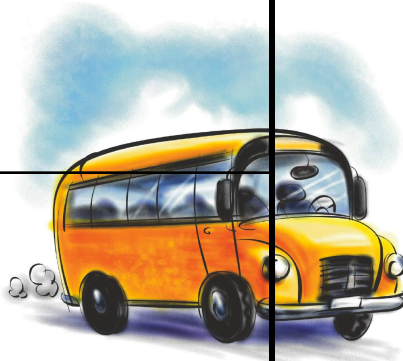


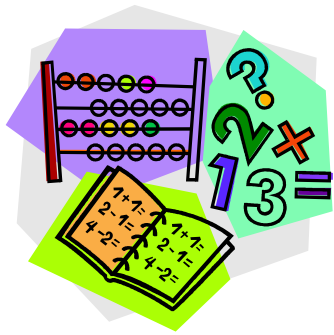
The CCSLA Model:

- Brings teams together to share experiences and further explore the continuous improvement process
- Provides opportunities for leadership teams to attend seminars with other teams for several days over three years
- Team members take the learnings back to their districts for planning, working with staff and communicating with the district



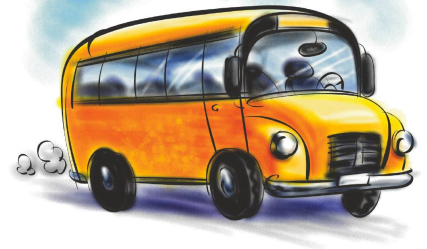
The 9 Lessons of SLTs

Focusing on the Work	Building a Team	Developing Leadership	Creating Support
1) Continuous improved student achievement	3) Commitment and Focus Building	6) Transition from learners to learners as leaders	9) Aligning the support of the district - Systemic
2) School culture focused on student achievement	4) Who's on the team	7) Ensuring principal commitment	
	5) Authentic work to build a team	8) Develop teacher leadership	

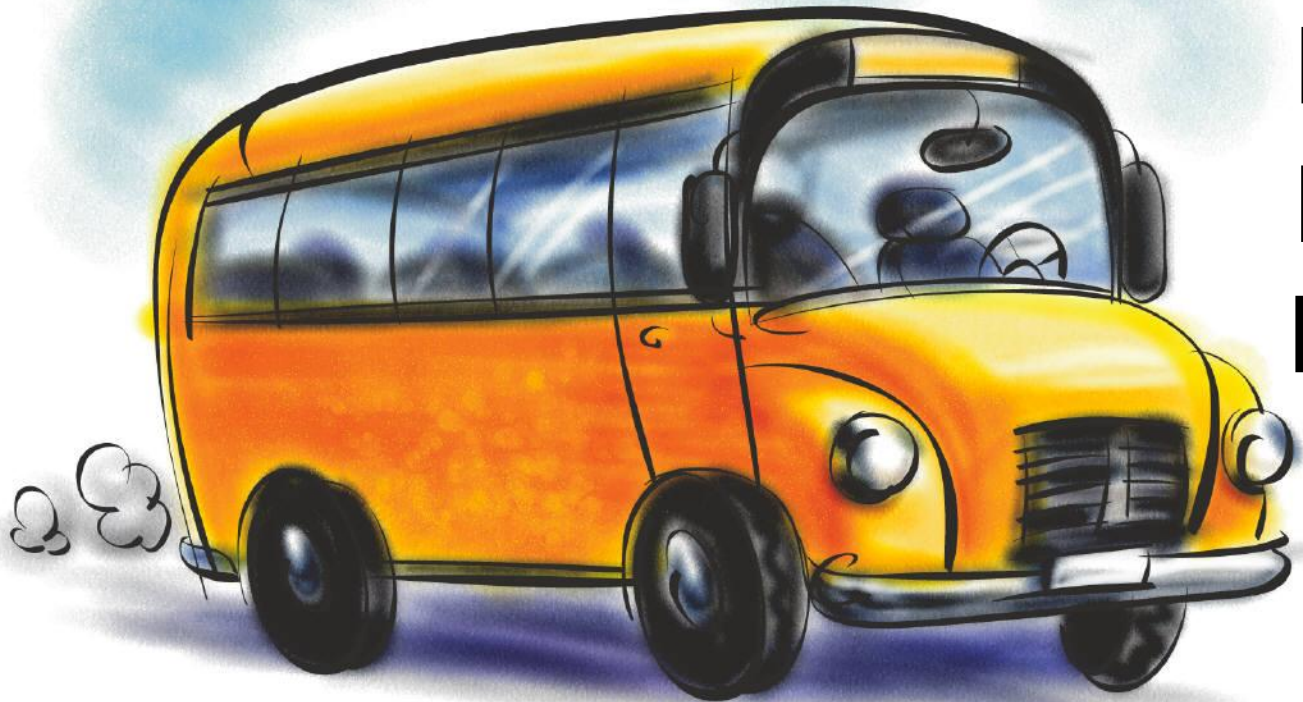


Our Work Session Objectives:

- Understand the nine lessons that are evolving with school leadership teams,
- Apply the nine lessons to your current school leadership team or discuss the implications for creating a school leadership team, and
- Discuss ways to use resources from CSLA- tools and documents to improve or develop school leadership teams.

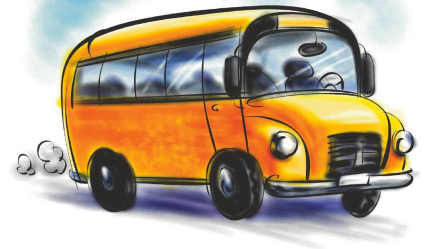


Phases of the Continuous Improvement Planning Process: Lesson 1



Readiness:

- Analyze the readiness of the school and its SLT to engage in continuous improvement of student achievement and the readiness of the school district to support their efforts.



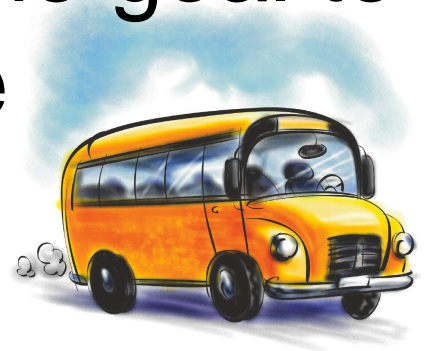
Taking stock:

- Review and analyze student achievement data, including all significant student subgroups.



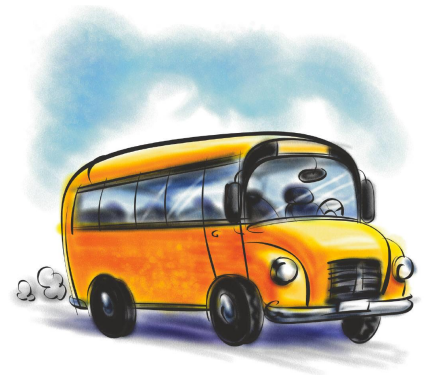
Goal Setting:

- Based on analysis of student data, set student achievement improvement goals that meet the criteria for a well-written goal and ensure that each individual has no more than one goal to which he or she is responsible at any one time.



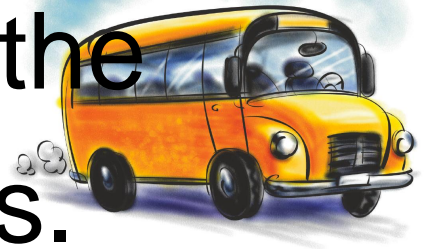
Research and action plan:

- Conduct research that leads to the development of an action plan for implementing one or more strategies that will lead to achieving a goal.



Developing assessments:

- Develop two assessment plans: (1) a plan for assessing the implementation of the selected strategies, and (2) a plan for assessing changes in student achievement as a result of the fully implemented strategies.



Implementation:

- Put the action plan into play.



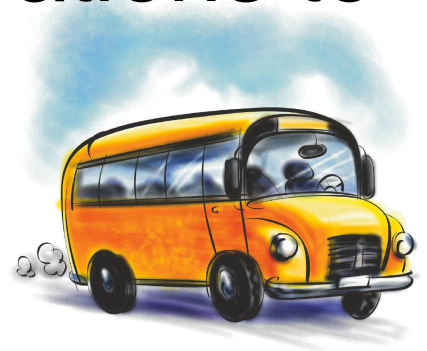
Feedback loop and reflection:

- Develop a monthly data analysis and corrective action process for review of implementation progress and the impact of the plan on student achievement, and for adjustment of the strategies.



Annual celebration and recalibration:

- Prepare an annual public report of summative results, both good and bad, with appropriate celebrations of progress toward the student achievement goals and preparations to enter the next cycle of improvement.



Activity: Place the activities in step-by-step order to create a successful leadership team.

1. Annual Celebration and Recalibration
2. Goal Setting
3. Developing Assessments
4. Readiness
5. Implementation
6. Research and Action Plan
7. Feedback Loop & Reflection
8. Taking Stock



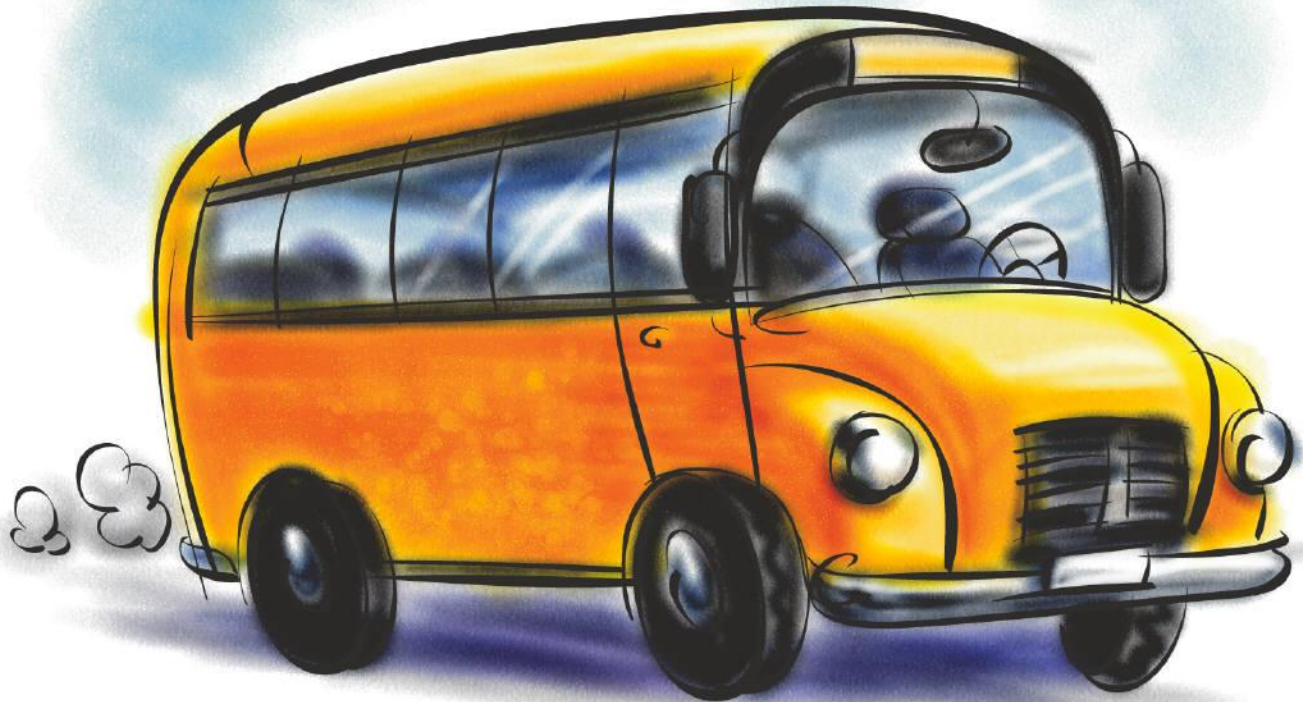
Steps in Continuous Improvement Planning (in order)

- 1. Readiness**
- 2. Taking Stock**
- 3. Goal Setting**
- 4. Research and Action Plan**
- 5. Developing Assessments**
- 6. Implementation**
- 7. Feedback Loop & Reflection**
- 8. Annual Celebration and Recalibration**



Lesson 2

Creating a
Supporting
School Culture,
Focusing on
Student
Achievement



What is your school's culture?

- “Dad, why do we always have German hot potato salad every Christmas Eve?” eight year old Chip asked. His father responded, “It’s because we’re the Wagners, son, and that’s what we have always done on Christmas Eve. A Christmas Eve without potato salad just wouldn’t be right. It’s our tradition.”

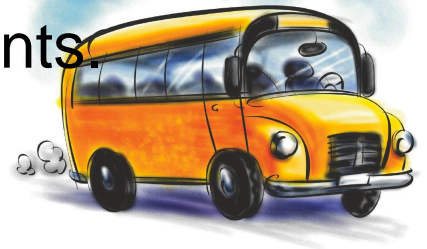


What's Your School's Culture?

“The Successful Doctor”

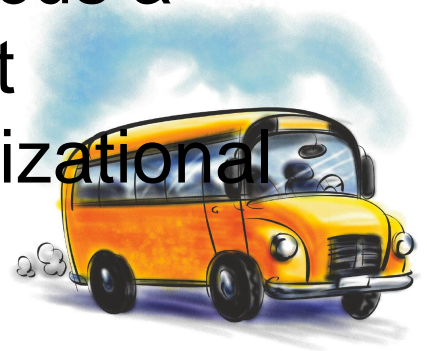
A doctor who failed his professional training began to practice illegally. Since he had learned to remove gall bladders successfully, all his patients, regardless of their symptoms, were scheduled for surgery to remove their gall bladders. Some patients got better!

Teachers who continue to use two instructional methods 88% of the time will also succeed with some students.



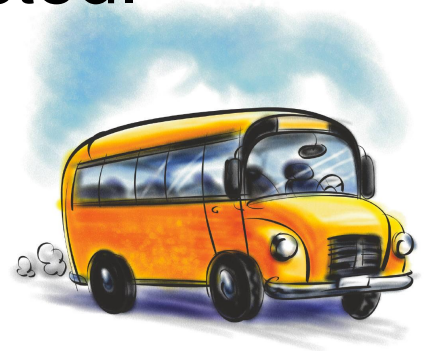
Healthy School Culture

- A healthy school culture will affect more student and teacher success than any other reform or school improvement effort.
- Having a focus on student achievement brings about a healthy school culture.
- Skilled school leadership teams can focus a school's attention on improving student achievement while changing the organizational culture.



Beliefs Drive Actions in Schools

- The beliefs and values of an organization determine whether the organization will actually use the new skills.
- If interventions run counter to existing beliefs and values, they may be minimized or rejected.



Two Approaches

Indirect Approach

- The leadership team imposes the change because they believe the change is necessary and the current practice is no longer valid. Success comes through implementation of the new practice.

Direct approach

- Uses a rational path of collegial sharing, revealing, testing, re-evaluating, and presumably altering their beliefs and values with regard to educational practice.



Student Achievement is the Focus

But address culture while . . .

- Taking Stock
- During Goal Setting
- Research and Action Planning
- Developing Assessments
- Feedback and Reflection

All must be aligned with overall beliefs
of the district/school to see
continuous improvement



Ruts or Grooves – Systems are Addicting!

- What are the healthy and unhealthy addictions coming out of your system?
- What's keeping you from being the best you can be and what would it take?
- What is in your CSIP that you believe will improve your system?



In Conclusion . . .

“ You do not lead by hitting people over the head – That’s assault, NOT LEADERSHIP!”

Dwight Eisenhower



BUILD THE TEAM

Never doubt that a group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has.

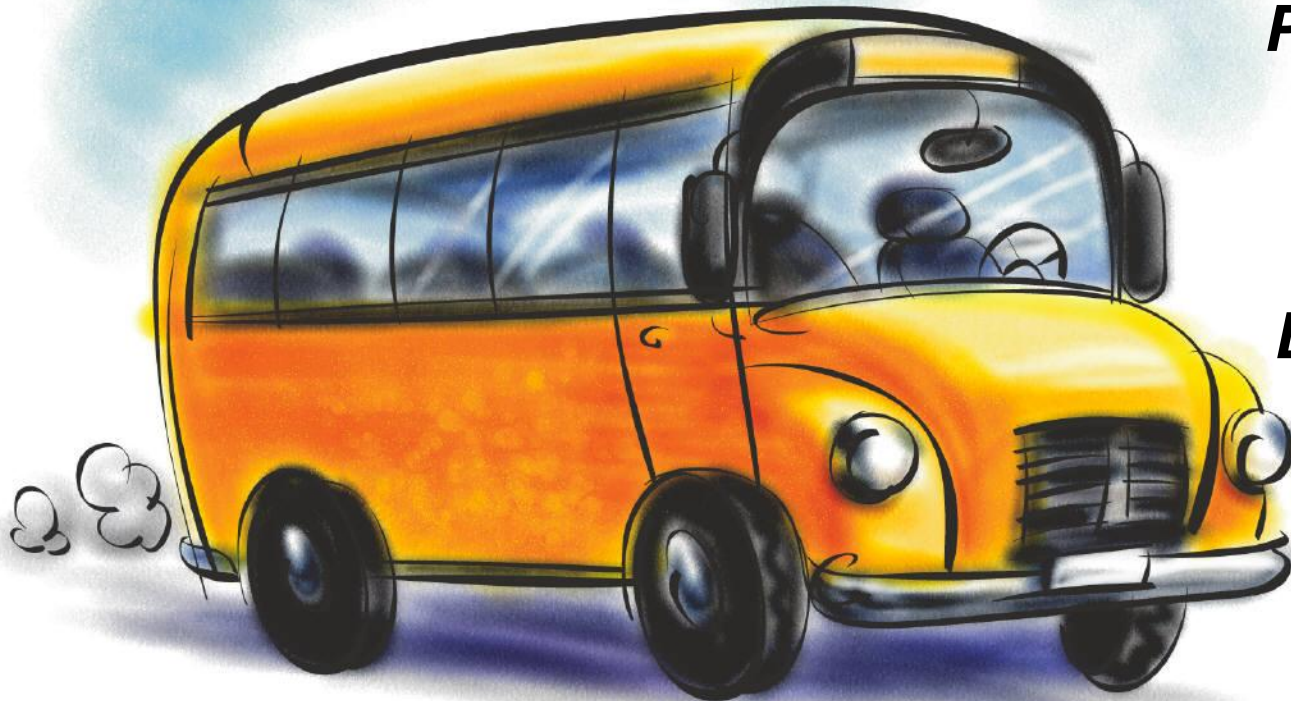
-Margaret Mead



**Lessons
3, 4 and
5**

Build Community and Focus Clear Expectations.....

***for the Team,
Principal, District,
and
School
Leadership Team
Development
Program***



Lesson Three



Who's on the Team...

Team Membership

Teachers
Principal
District Liaison
Students / Parents
Community members



Characteristics of SLT Members:

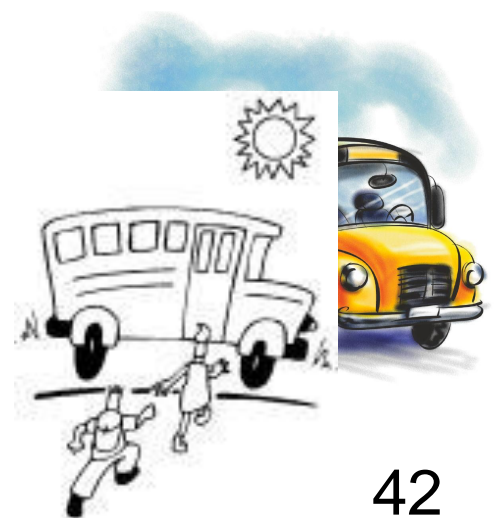
Inner strength
Sense of purpose
Capable of vision
Understands details
Effective group skills



Lesson Four

Remember...

An effective SLT relationship with the staff will result in positive changes in both teaching and learning.



The “Right” People Matter...

Who is needed on the team to get the work done?

Selection Criteria for SLT Members:

Respect for and influence of teacher

Knowledge and leadership capacity

Unique perspective

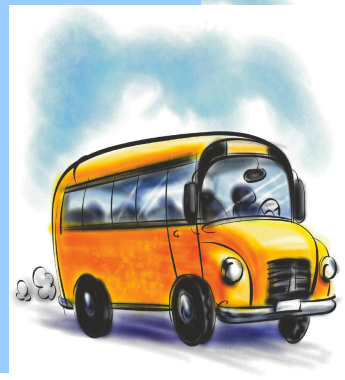
Grade / content expertise

Specialized training










Relationship with staff

Sense of tradition

Desire to become an administrator



Build The Team - Use Real Work!

-  **Set ground rules**
-  **Develop purpose statement, share, make adjustments**
-  **Rotate roles**
-  **Pause, paraphrase, probe**
-  **Collect and analyze data**
-  **Identify points of celebration and areas of focus**
-  **Plan meetings using backward design**
-  **Present data**
-  **Set achievement goals**

Lesson Five



Remember...

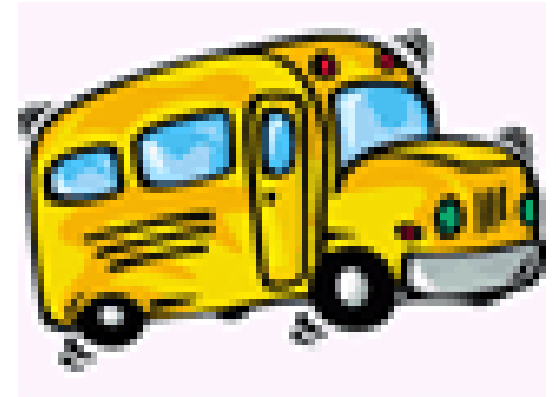
A **real team** does authentic work

in real contexts

and

makes significant progress

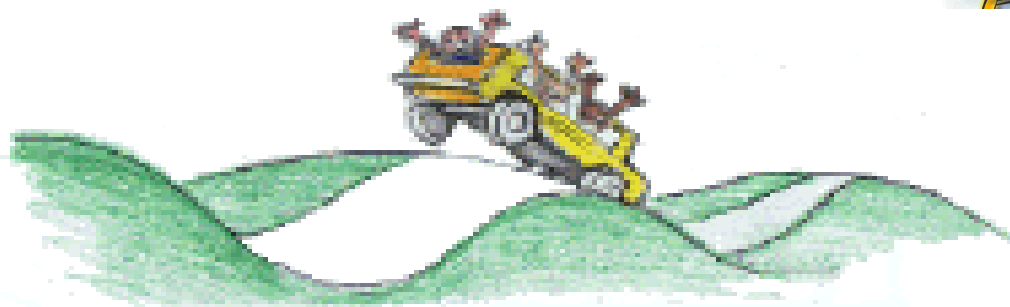
toward desired results.





CRITICAL Factors for SUCCESS of SLT

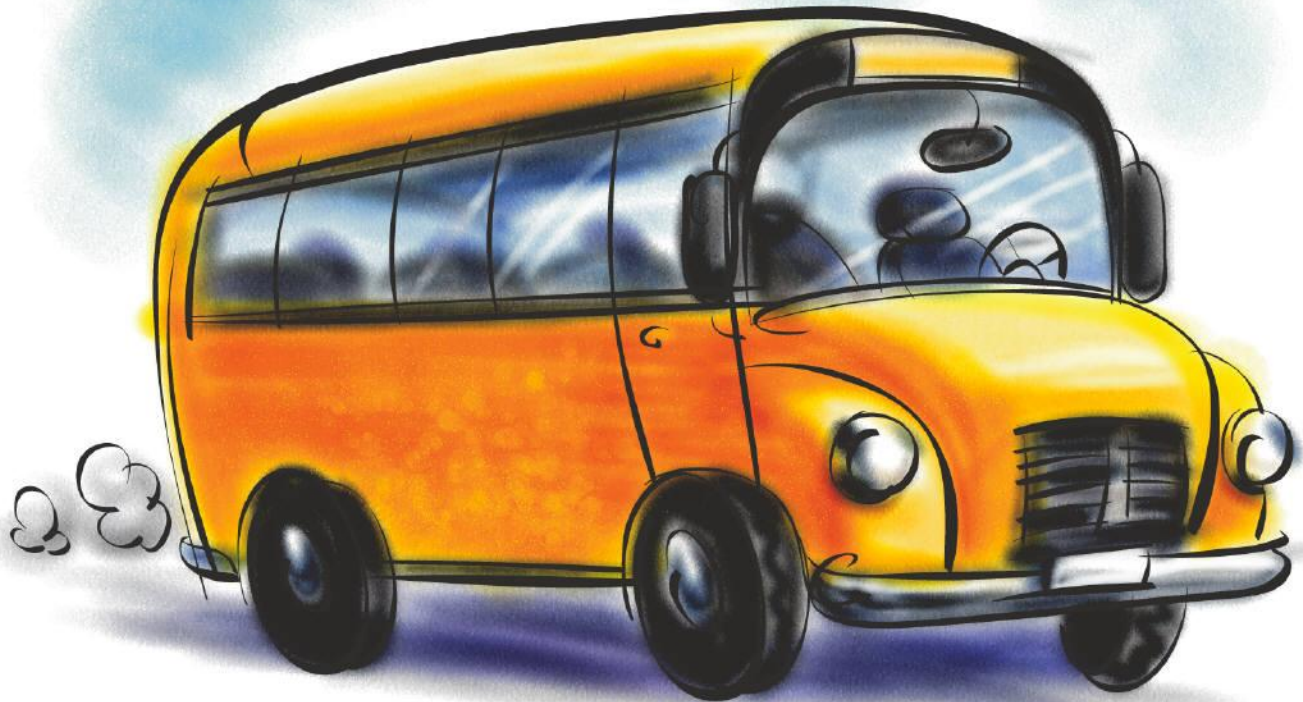
1. Quality Pre-session Work
2. Selection of Team Members
3. Authentic Work



Critical Transition

**Moving
From
Learners to
Learners as
Leaders:**

Lesson Six



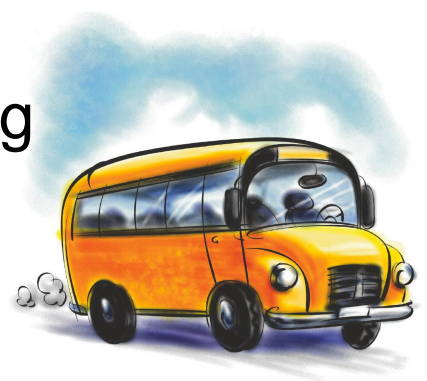
Skills Necessary for Success

Potential as Leaders

- Knowledge of instruction
- Knowledge of curriculum
- Classroom management
- Content expertise

Teacher Leader Skills

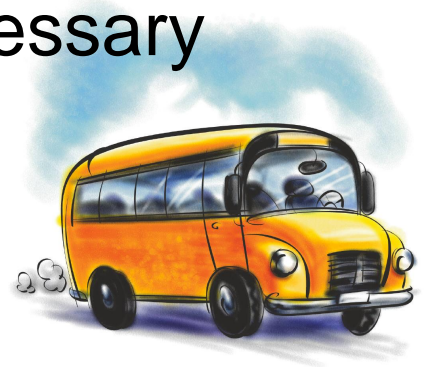
- Knowledge of organizational behavior
- Data collection and analysis; action research
- Professional development planning
- Adult learning



Supporting Beginning Leadership Teams: CSLA Model

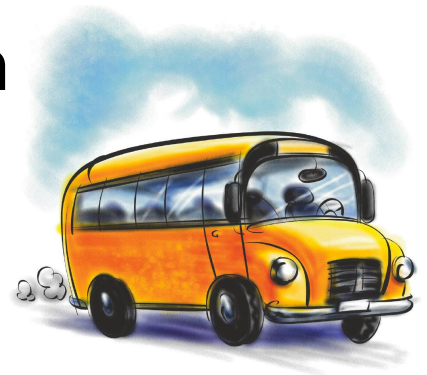
Teams meet with other leadership teams (perhaps in one district or region) periodically to:

- Reflect on the work
- Discuss content related to leadership
- Plan next steps and practice skills necessary



Norms of Collaboration

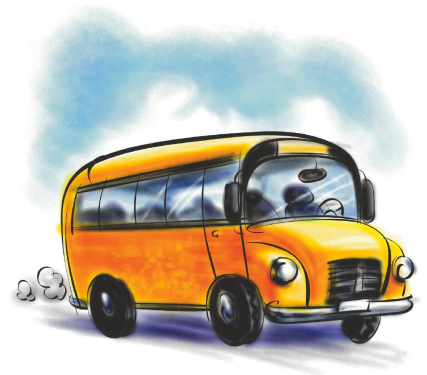
- Each person selects one norm for focus, practice, and observation during the meeting
- Meeting proceeds with heightened awareness of communication patterns
- At conclusion, participants share which norm they selected and observations related to how the group interacted or how they used the norms.



Assumption 1

Team members are involved in authentic work

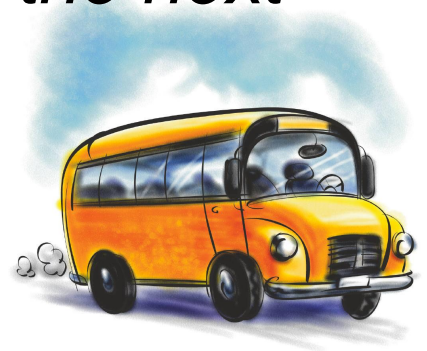
- *Design ongoing professional development based on clearly identified outcomes and on their knowledge of their colleagues' attitudes, readiness, and needs.*



Assumption 2

The work of the instructional leadership teams is cyclical

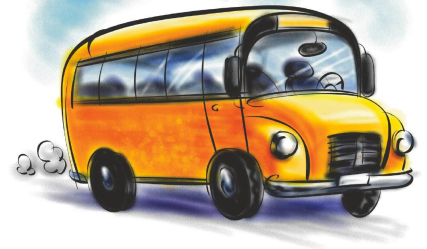
- *Teams meet to analyze the results of the small group work (Early release sessions analyzing student work, for example) and to plan the next phases of work*



Assumption 3

Teams consider two kinds of data: Student achievement and organizational growth

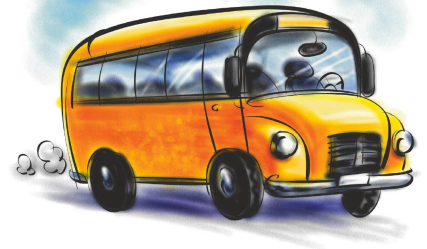
Leadership teams must monitor the effectiveness of their work toward student proficiency, but also toward developing the capacity within the building for continuous improvement.



Assumption 4

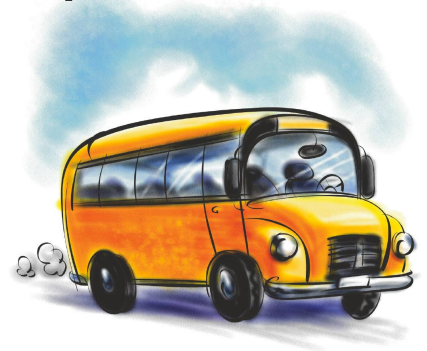
Teams progress at different rates

- *Schools are at different levels of the necessary collegiality, trust, openness, and shared understanding of distributed leadership. Districts need to understand and support the jagged development of school leadership teams.*



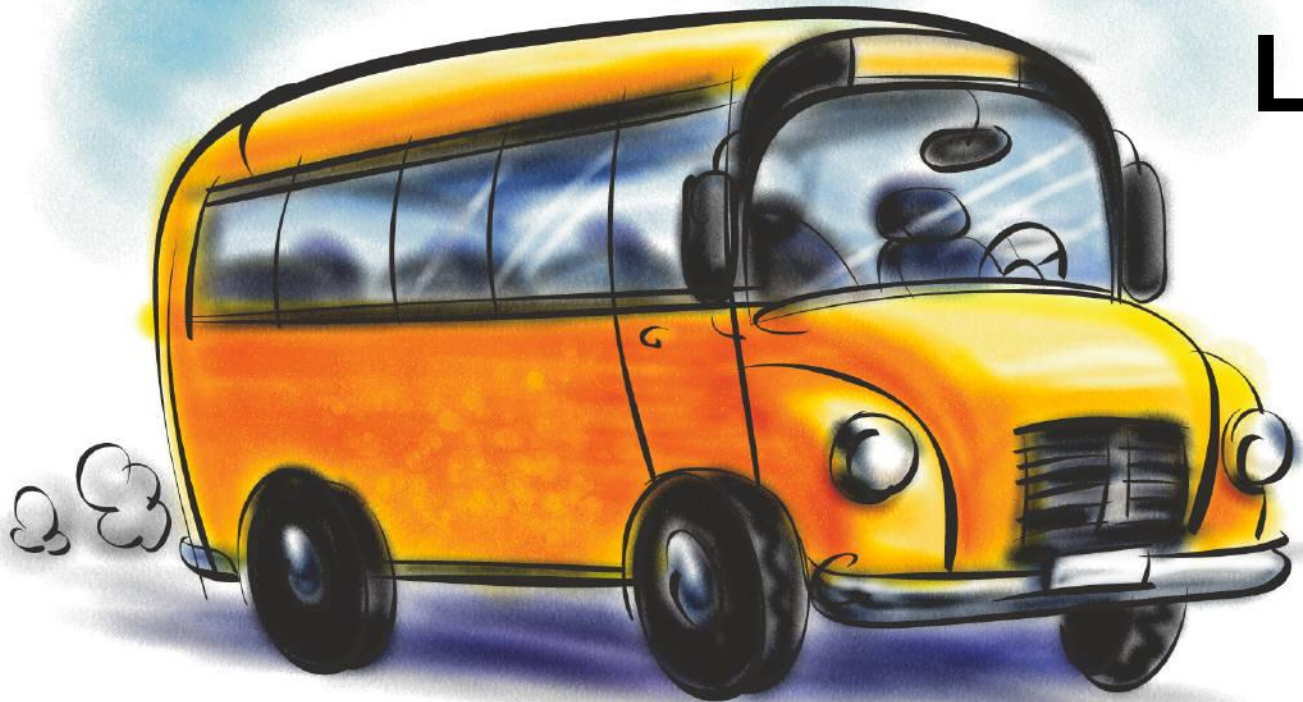
Meeting the Needs of the Team Members

The need for ongoing learning will increase as team members' efforts begin to show results. Skills of facilitation, coaching, designing meetings and planning professional development will increase. Principals and districts must be ready to provide that support.



PRINCIPAL COMMITMENT:

Lesson 7



**IT'S NOT
OPTIONAL!**

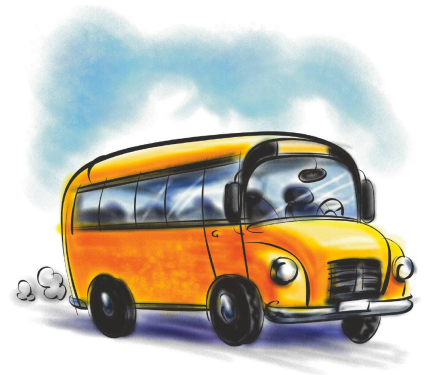
**Teacher
Leadership**

:

Lesson 8

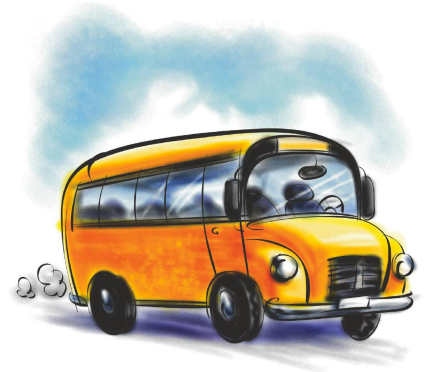
**IT AFFECTS
TEACHING
AND
LEARNING!**

**THE LEADERSHIP SUPPORT AND
ACTIVE PARTICIPATION OF THE
PRINCIPAL ON THE LEADERSHIP
TEAM IS A MUST!**



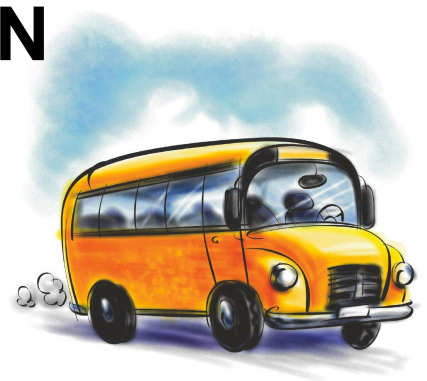
THE ROLE OF THE PRINCIPAL

- **BE A VISIONARY LEADER**
- **LEAD THE SCHOOL IMPROVEMENT EFFORT**
- **FACILITATE THE LEADERSHIP OF OTHERS**



THE PRINCIPAL MAKES SURE THE SLT UNDERSTANDS THE SCHOOL'S CURRENT REALITY.

- **TEAMS ANALYZE DATA AND ENGAGE IN
DIALOGUE**
- **THE TEAMS CURRENT REALITY COMBINED
WITH SHARED VISION LEADS TO AN
URGENCY TO IMPROVE**



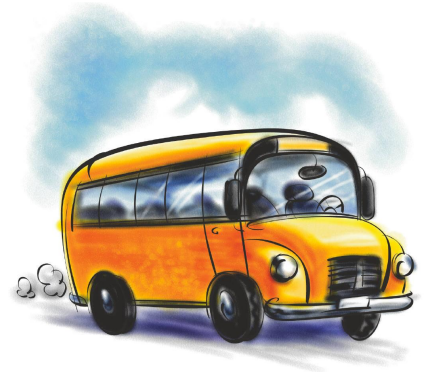
THE PRINCIPAL MUST USE MANY STRATEGIES AND SKILLS TO BUILD LEADERSHIP ON THE SLT

- **LET THE SLT DESIGN THE TEAM MEETING AGENDA**
- **MAKE TIME AVAILABLE FOR THE TEAM TO WORK**
- **DEMONSTRATE APPRECIATION FOR THE CONTRIBUTIONS AND EFFORT OF THE TEAM**



THE DEMANDS ON THE PRINCIPALSHIP MAY HINDER PRINCIPALS FROM UTILIZING A TEAM TO THEIR POTENTIAL.

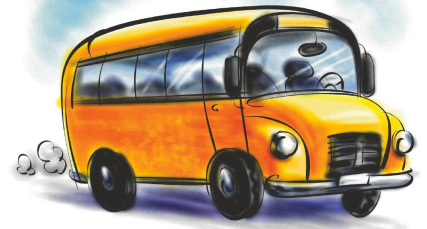
- ACCOUNTABILITY OF THE PRINCIPAL**
- DAY TO DAY PROBLEMS AND MANAGEMENT OF THE SCHOOL**
- PRESSURES FROM SBDM, STAFF, BOARD OF ED, SUPERINTENDENT, KDE, PARENTS AND STUDENTS**



**A PRINCIPAL MUST HAVE BELIEF
IN THE VISION OF THE SLT, MUST
BUILD CAPACITY AMONG THE
FACULTY OF THE SCHOOL AND
MUST GO ABOUT THIS AT A
RATE SO THE TEAM CAN RUN
EFFICIENTLY IN ORDER
FOR THE TEAM TO
FUNCTION PROPERLY.**



**TEACHERS WHO SERVE ON THE
SCHOOL LEADERSHIP TEAM
HAVE BOTH THE OPPORTUNITY
AND THE OBLIGATION TO
INCREASE THE EFFECTIVENESS
OF STAFF THROUGHOUT THE
BUILDING.**



SLT MEMBERS SHOULD PLAN AND FACILITATE MEETINGS FOR SMALL GROUPS OF STAFF WHO SHARE A COMMON FOCUS AND STUDENT ACHIEVEMENT IMPROVEMENT GOAL.

ORGANIZING FACULTY INTO STUDY GROUPS, STAFF DEVELOPMENT, ASSESSING THE EDUCATIONAL CLIMATE OF THE SCHOOL ARE EXAMPLES OF THINGS MEMBERS SHOULD BE DOING CONTINUALLY

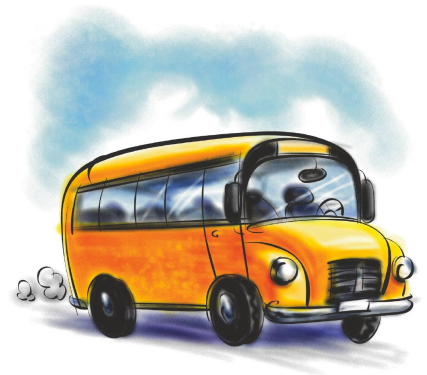


**TEACHER LEADERS SOMETIMES
LACK CAPACITY TO FACILITATE
SMALL-GROUP MEETINGS OF
THEIR COLLEAGUES, HOWEVER
THESE SKILLS ARE DEVELOPED
AS TEACHERS SERVE ON A WELL
FUNCTIONING LEADERSHIP
TEAM.**



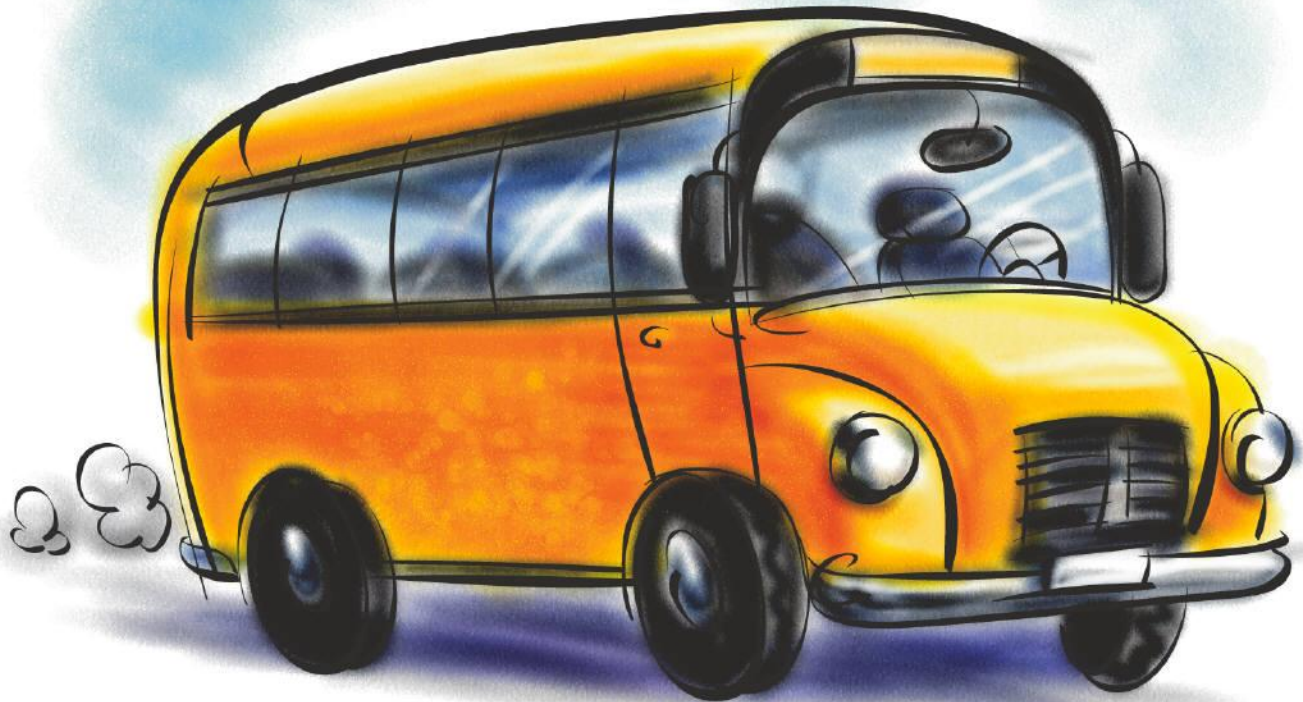
REFLECTION

- **SLT MEMBERS MUST ENGAGE IN REGULAR AND PURPOSEFUL REFLECTION ON THE LEADERSHIP ACTIONS THEY HAVE TAKEN. THE POSITIVE IMPACTS THEY ARE ABLE TO RECOGNIZE CAN SUSTAIN THE WORK OF THE TEAM EVEN IN TOUGH TIMES.**



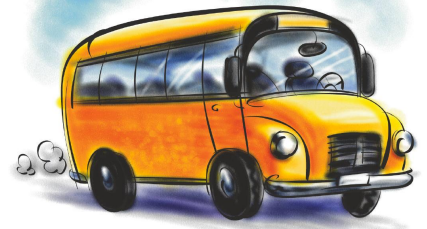
Lesson Nine

*Align the
Support of
the District*



Defining District Support

- Support from the district **does not mean** that the district tells the school, its principal, or team what to do.
- ***Support means*** that the district provides ***focus, coherence, time***, a cyclic rhythm of ***inquiry, professional development*** targeted toward building capacity of the school to continuously improve, and a strong ***accountability system*** for the principal and the teachers.
- (*Structural Tension*)



Starting Point

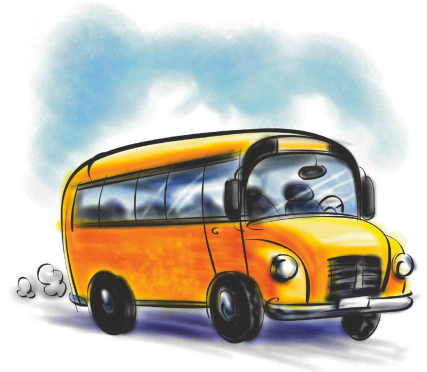
- Define purpose



Specific Steps

- **Policy support**

**School Board Resolution
Administrative Regulation
SBDM Policy
Budget**



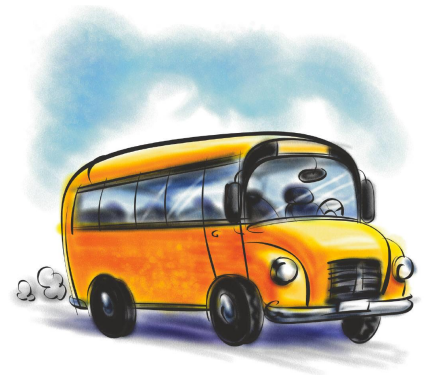
Policy/Regulation Elements

- Purpose
- Process
- Release time
- Professional development dollars
- Data, data, data
- “Structural tension”



District Practice

- Criteria for hiring principals
- Criteria for evaluating principals
- Rotation of principals



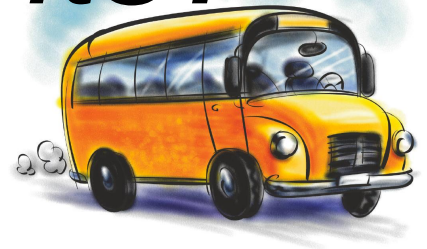
Professional Development

- Balkanized vs. aligned
- General vs. targeted
- Embedded vs. “event”



District Leadership Action

- *Are district administrators models of how principals should treat teachers and teachers their students?*



Epilogue

- **More lessons still to be written**
- **Unwritten lessons will take into account the role of coaching support for principals and teams and the structuring of guided practice in leadership.**
- **Personal transformations**
- **Resolution of structural tensions**
- **Continued challenge of serving low-performing and chronically challenged schools.**



Wrap-Up Reflection

3 – 2 – 1

Each group should choose a facilitator, reporter, and recorder. Information should be recorded on chart paper (10 minutes), then reported out to the whole group.

3 - points from “Nine Lessons” that really resonated with your group

2 - implications for your practice

1 - thought you would like to share about school leadership teams

